

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div style="text-align: center;"> 2016 MAR 29 PM 2:51 </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency </div> </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Clear Creek ISD	084910		
Vendor ID #	ESC Region #		DUNS #
1746001592	4		088366125
Mailing address		City	State ZIP Code
2425 E. Main Street		League City	TX 77573-2743

Primary Contact

First name	M.I.	Last name	Title
Cindy		Stamps	Director of Federal Programs
Telephone #	Email address		FAX #
281-284-0103	cstamps@ccisd.net		281-284-9924

Secondary Contact

First name	M.I.	Last name	Title
Chris		Kidwell	Grant Writer
Telephone #	Email address		FAX #
281-284-0018	ckidwell@ccisd.net		281-284-9924

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Greg		Smith	Superintendent
Telephone #	Email address		FAX #
281-284-0000	grsmith@ccisd.net		281-284-9924

Signature (blue ink preferred)

Date signed

March 28, 2016

Only the legally responsible party may sign this application.

701-16-102-095

Schedule #1—General Information (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): N/A

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Clear Creek Independent School District (CCISD), in partnership with Pasadena Independent School District (PISD) and Communities in Schools (CIS) seeks a 21st CCLC Cycle 9 grant to implement High Quality ACE programming at three elementary school campuses in Southeast Harris County, Texas. The program will provide academic support and enrichment to at least 350 students from a population that is 81.6% economically disadvantaged and at least 47% of whom are English Language Learners. Using highly qualified, certified teachers, the program will offer individual and small-group academic support in reading, writing, mathematics, and science for students in Kindergarten through Fifth grade, addressing the learning challenges facing some of the neediest students from among the two participating school districts. The program will also engage students in hands-on, project-based lessons in content related to their school-day learning objectives, but in a low-risk, high-reward setting. Lastly, the program will provide enrichment in academic subjects, the arts, and recreation, leadership and social-emotional development activities, and family engagement programming to help parents become better equipped to support their children's' academic achievement.

The population we are trying to serve shows a tremendous need based on their economic status, their mobility, and for many, their status as language learners. Each participating elementary school serves a community whose students are predominantly Hispanic, overwhelmingly economically disadvantaged and the majority of whom are considered educationally at-risk. Each sits close to a major highway in the Houston-Galveston area, and each is in a community dominated by high-density, low-income rent housing whose residents tend toward very high mobility. In fact, each campus's mobility rate is from 20% to 47% higher than the state average. Socio-economic factors, mobility, and language barriers (almost half the student population is English Language Learners) combine to make education an uphill climb for this student population. This program seeks to level the playing field for some of the highest-need elementary students in Harris County, Texas.

For this grant application, district administrators worked with campus-based teams to develop a proposed budget that will ensure program effectiveness and compliance with statutory and TEA requirements while also meeting the needs of individual students at each proposed site. While each school currently offers some academic support and enrichment during after-school and/or summer, the 21st CCLC program represents an opportunity to expand the program hours and students served and increase the program quality. Each campus engaged in a needs assessment process led by the Principal, and consistent with the Texas ACE Blueprint Needs Assessment process. In addition to the campus-based teams, several district administrators reviewed the needs assessment process to determine its effectiveness.

The CCISD Grant Team, which includes the Director of Federal Programs, the Grant Writer, and the Grant Accountant, will ensure consistent, high-quality program management. CCISD and PISD will develop a contract to ensure both parties deliver the services proposed in this grant application. CCISD will hire the Project Director (1 FTE) and the Family Engagement Specialist (.5 FTE), each of whom will be responsible for serving the entire program in both CCISD and PISD. As the lead applicant, CCISD will employ both these positions and hold them accountable to the grant. Each participating campus will employ its own Site Coordinator (1 FTE each), as well as teachers and/or paraprofessionals who deliver direct services on their respective site. The Project Director will provide each Site with the professional development, curriculum/lesson support, program monitoring, quality assurance, and other resources needed to ensure effective grant implementation, and will spend adequate time at each site monitoring site activities and supporting staff as needed. Each Site Coordinator will maintain attendance and other records required to document programmatic compliance. Attendance data will be sent to the Project Director on at least a monthly basis.

The CCISD Grant Team meets monthly to review project expenditures and progress, discuss any issues arising, and determine next steps. The Project Director will communicate at least monthly with the Grant Team via telephone, email, or in person. The Project Director will also communicate with each Site Coordinator at least weekly, and meet with each Site Coordinator at least monthly.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The project will collect a variety of data for the purpose of evaluating program effectiveness, including sign-in sheets, lesson plans, activity logs and reports, expenditure records, student assessment data, and feedback forms and/or surveys. Data collected will be utilized to ensure that a) program activities are taking place as proposed; b) program activities are being provided to the target population as proposed; and c) program activities are accomplishing the desired benefit for the target population. Program staff will monitor program activities throughout the project period to measure progress and identify problems as they occur. Staff will take immediate corrective action to address any identified problems. The campus-based team at each site will share program evaluation data and findings with their community. Additionally, all CCISD programs undergo a periodic program review conducted by the Department of Assessment and Evaluation.

The applicant has responded completely and accurately to the statutory requirements in the appropriate sections of Schedule 16. Moreover, the applicant has provided complete and accurate responses to each TEA requirement in Schedule 17. The applicant has expressed its ongoing commitment to the goals of this grant program through a letter signed by every member of the CCISD Board of Trustees. Moreover, the Superintendent of each district has signed an agreement committing their district to ongoing support of the program.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 084910	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$462,235	\$0	\$462,235
Schedule #8	Professional and Contracted Services (6200)	6200	\$51,300	\$0	\$51,300
Schedule #9	Supplies and Materials (6300)	6300	\$19,370	\$0	\$19,370
Schedule #10	Other Operating Costs (6400)	6400	\$51,720	\$0	\$51,720
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$584,625	\$0	\$584,625
.055% indirect costs (see note):			N/A	\$3,244	\$
Grand total of budgeted costs (add all entries in each column):			\$584,625	\$3,244	\$587,869

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$587,869
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$29,933

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 084910		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher	0	0	\$0
2 Educational aide	0	18	\$
3 Tutor	0	0	\$0
Program Management and Administration			

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4	Project director (required)	1	0	\$79,856
5	Site coordinator (required)	3	0	\$183,000
6	Family engagement specialist (required)	0	.5	\$25,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$0
Auxiliary				
11	Counselor	0	0	0
12	Social worker	0	0	0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	N/A		\$0
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	N/A			\$0
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$287,856
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$1,000
24	6119	Professional staff extra-duty pay		\$90,888
25	6121	Support staff extra-duty pay		\$38,728
26	6140	Employee benefits		\$43,763
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$174,379
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$462,235

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084910		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	N/A	0
2		
3		
4		
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$51,300
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$51,300
(Sum of lines a, b, and c) Grand total		\$51,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 084910		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$19,370
Grand total:		\$19,370

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 084910		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$12,100
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$12,100
Remaining 6400—Other operating costs that do not require specific approval:		\$39,620
Grand total:		\$51,720

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 2,031

Category	Number	Percentage	Category	Percentage
African American	196	9.65%	Attendance rate	96.3%
Hispanic	1,649	81.19%	Annual dropout rate (Gr 9-12)	N/A
White	140	6.89%	Students taking the ACT and/or SAT	N/A
Asian	17	.84%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	1,658	81.63%	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	964	47.46%	Students classified as "at risk" per Texas Education Code §29.081(d)	70.16%
Disciplinary placements	11	.54%		

Comments

N/A: as the population served is in grades K-5, this data does not apply.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5.5	4.01%	No degree	2	1.46%
Hispanic	72.9	53.17%	Bachelor's degree	105.9	77.24%
White	57.7	42.09%	Master's degree	29.3	21.37%
Asian	1	.73%	Doctorate	0	0%
1-5 years exp.	36.2	26.40%	Avg. salary, 1-5 years exp.	\$49,504	N/A
6-10 years exp.	39.7	28.96%	Avg. salary, 6-10 years exp.	\$52,579	N/A
11-20 years exp.	31.2	22.76%	Avg. salary, 11-20 years exp.	\$56,548	N/A
Over 20 years exp.	18.1	13.2%	Avg. salary, over 20 years exp.	\$62,481	N/A

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	45	70	70	75	70	20	0	0	0	0	0	0	0	350
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	45	70	70	75	70	20	0	0	0	0	0	0	0	350

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus undergoes an annual needs assessment conducted by the Campus Improvement team, which becomes part of the Campus Improvement Plan. For the purposes of the 21st CCLC grant, CCISD and PISD engaged in community and campus needs assessments using the Texas ACE Blueprint process as a guide. The process is informed by current district and campus needs assessments; student data to include demographics, assessment data, and other student-focused data; current instructional practices; and meetings and discussions with teachers and administrators at each proposed site. Data sources consulted include reading assessments, unit assessments, nine-week tests, STAAR tests, district and campus improvement plans; school performance reports (STAAR); interviews with teachers and counselors; and student achievement data, such as student-level test results and classroom data detailing specific TEKS Student Expectations (SEs) not being mastered.

Participating campuses also conducted parent surveys to determine specific needs of our families and interviewed school counselors and other support personnel to help identify social/emotional barriers to success students are facing. Each campus also engages in informal small and large group discussions with a variety of stakeholders throughout the year to identify and target issues that need to be addressed as well as resources that are available to students and families.

For the ACE program, each campus team determined a set of services that could be provided after school and during the summer that will best address the needs of the students on that campus, as well as their family. Each campus designed a program with specific academic support and enrichment activities that will help their particular student population improve. Moreover, the program considers the needs of working families by a) providing structured, supervised time for academic support, enrichment and recreation for children whose parents may be working during the hours immediately following dismissal and during the summer recess; b) providing bus transportation to and from the program during the school year and during the summer; and c) providing family engagement activities at times and locations that work for participating families.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The three participating campuses serve a high percentage of English Language Learners (47% combined), who need additional academic support in language acquisition, literacy, academic vocabulary, and other areas.	The program will provide a) high-interest learning experiences that meet the individual needs of the students; b) activities that allow students to be exposed to a wide variety of vocabulary; c) activities that provide a deliberate and focused English to Spanish bridge, and accommodates speakers of other languages.
2.	Students at all three sites need additional academic support and enrichment in reading, writing, math and science, based on either aggregate scores that are lower than district, Region, and State averages, or on significant achievement gaps between student subgroups such as economically disadvantaged, English Language Learners, and/or At-Risk.	The centers will provide additional time for highly qualified teachers and support staff to deliver individual attention and support tailored to the needs of each student in the content areas they need most, including academic support and enrichment in reading, writing, mathematics and science.
3.	Parents at each proposed campus need ongoing learning opportunities so they can participate more fully as partners in the academic success of their students. Language, cultural, and educational attainment barriers are hindering parental involvement at each campus.	The centers will expand upon existing opportunities by providing additional parenting classes, financial literacy, nutrition, and other adult education opportunities. Both districts currently provide Adult ESL/EL-Civics classes, but the program will invite more parents to participate, and share resources with parents of each district where possible.
4.	Each proposed site needs to build on relationships with their community to improve educational outcomes for students.	The centers will provide a venue for enhanced community involvement, such as using volunteers from local high schools, having local police officers to participate in after school programs/events, better utilizing local library resources, and/or interaction with other community groups and organizations.
5.	High percentage of economically disadvantaged (81.6%) and highly mobile students (20-24%, which is higher than district and state averages) need socio-emotional support. There is not enough time during the regular school day to provide the additional support these students need.	The centers will provide teachers and support staff with additional time to interact with students in a positive environment, and programming that includes activities to build stronger relationships with their students. The extra time will also enable counselors, Communities in Schools, and counselor interns more opportunities to interact with and meet the needs of participating students.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree, teaching experience, experience with after-school programs, ability to communicate effectively.
2.	Site Coordinator(s)	Bachelor's Degree, teaching experience and/or experience working with after-school programs, ability to communicate effectively, bilingual English-Spanish preferred.
3.	Family Engagement Specialist	Bachelor's Degree, experience working with parents of school-aged children, adult education experience preferred, bilingual English-Spanish preferred.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide Academic assistance to students who need additional support.	1. 250 students receive academic assistance.	09/06/2016	08/31/2017
		2. Each center operates per its proposed schedule.	09/06/2016	08/31/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide students with enrichment activities that support their development.	1. 250 students participate in enrichment activities.	09/06/2016	08/31/2017
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Provide staff with quality professional development opportunities.	1. All program staff attend professional development.	08/01/2016	02/28/2017
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Engage the community in the ACE program process and activities.	1. Community reps participate on Advisory Council	09/06/2016	08/31/2017
		2. Community members participate in programming	09/06/2016	08/31/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Deliver quality Family Engagement activities for participant parents.	1. 280 parents participate in Family Engagement	09/06/2016	08/31/2017
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each proposed site has a campus-based team that meets weekly to set goals and review progress. Each campus engages additional personnel such as a Site Based Decision Making Committee, Team Leaders, or various Curriculum Committees to evaluate progress toward goals and make recommendations. Leaders and teams together engage regularly in data analysis and disaggregation. Campus teams communicate accomplishments and changes to stakeholders through periodic Campus Site Based Team meetings, weekly professional learning community meetings, and ongoing communication with parents and the school community.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Two of the proposed sites currently have an ACE after-school program that provides homework help and tutorial time supported by campus personnel and focusing on student performance by the students. McWhirter Elementary currently does not have after-school programming available. McWhirter does, however, use Title I funding and other resources to provide additional support after school and during the summer. All participating schools currently provide some parental involvement or family engagement activities. After the grant period, these funds will continue to provide after-school services to ensure program sustainability. Moreover, the grant program will build capacity for the campus to continue the proposed activities beyond the grant period through professional development for faculty and staff, and through the use of materials whose useful life will extend beyond the period of the grant. By leveraging Community Learning Center resources along with Title I resources, each center will provide a comprehensive, after-school and summer program that meets the academic, social-emotional, and family and community involvement needs of the entire community well beyond the life of the grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	ACE Activity Logs/Sign-in Sheets	1.	Activity logs show activities taking place as planned during grant year.
		2.	Sign-in sheets show student attendance as proposed during grant year.
		3.	
2.	Student achievement data	1.	Students show progress in reading, writing, math, science assessments.
		2.	Students with reading and/or literacy needs advance at an appropriate rate.
		3.	
3.	Faculty and Staff Surveys and feedback forms	1.	Faculty and Staff at each center provide feedback on program quality.
		2.	
		3.	
4.	Family Engagement Activity Agendas and Sign-In Sheets	1.	Family Engagement activities take place as planned during grant year.
		2.	Sign-in sheets show family participation levels as proposed.
		3.	
5.	Student and Family Surveys and feedback forms	1.	Students and parents at each center provide feedback on program quality.
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project will collect a variety of data for the purpose of evaluating program effectiveness, including sign-in sheets, lesson plans, activity logs and reports, expenditure records, student assessment data, and feedback forms and/or surveys. Data collected will be utilized to ensure that a) program activities are taking place as proposed; b) program activities are being provided to the target population as proposed; and c) program activities are accomplishing the desired benefit for the target population.

Staff will collect and analyze program records and activity reports to document program activities are taking places as proposed, the number of students receiving services, and the number of LEA personnel receiving training during the grant year. This data will be analyzed to ensure that a) program activities are taking place as proposed; and b) program activities are being provided to the target population. Staff will also record and analyze grant expenditure records and program records to document proper administration of the grant. These records will demonstrate that a) the program activity is taking place as proposed; and b) the program activity is being provided to the target population. Throughout the duration of the program, staff will collect data from multiple assessments to measure student progress. Staff will record and analyze assessment data to determine whether the program activities are achieving the desired benefit for the target population. Finally, staff will utilize feedback forms and/or surveys to assess the effectiveness of both the family literacy and the professional learning activities. This data will be analyzed to determine whether the proposed activities are achieving the desired benefit for the target population.

Per the management plan, program staff will monitor program activities throughout the project period to measure progress and identify problems as they occur. Staff will take immediate corrective action to address any identified problems. The campus-based team at each site will share program evaluation data and findings with their community. Additionally, all CCISD programs undergo a periodic program review conducted by the Department of Assessment and Evaluation. The findings of each program review are shared with program administrators, the Superintendent, and the Board of Trustees at a Public Meeting, and are a matter of public record.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project will use the Texas ACE program to provide direct academic support for students identified with needs in reading, writing, math and science outside of the school day, to supplement the instruction received during the school day. This will limit the time students are removed from elective instruction during the school day. Examples of supplemental academic supports include small-group and/or one-on-one tutoring with certified teachers and interventionists, and the use of technology, manipulatives, or other supplemental materials to support learning.

The program will also provide enrichment, to include project-based, interest-based opportunities that support the core curriculum. Examples include more exploratory lessons in how to use the technology on each campus, using technology to solve problems and learn about high-interest topics, and working collaboratively as a team to develop problem-solving and leadership skills. One goal of the proposed program is to create a high-impact, low-risk environment in which students can broaden their skill base and set and achieve goals they identify for themselves.

Additionally, the program will increase services to parents and families of targeted students so they have practical skills for support at home and school. Examples include modeling and training parents in specific support activities such as helping with homework, supporting guided reading efforts, and reading aloud with their child. The program will also provide additional opportunities for Parent/Community engagement, including financial planning; parenting and discipline; parenting and school; school registration; resumes and work applications; etc.

The program will provide free bus transportation to enable participating students to travel safely to and from the center and home, as well as the proposed adjunct sites.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each proposed site is a Title I public elementary school well-versed in communicating with its community through a variety of methods. Campuses utilize parent newsletters, flyers sent home with students, emails to parents, parent meetings, and word of mouth to inform parents of campus activities and resources. Program staff will also use district and campus websites, as well as phone callout capabilities, to reach the community. All materials will be at least in English and Spanish, and other languages if needed. Both districts will also provide interpreters as needed. Because the program will start operations at the beginning of the 2016-17 school year, each site will use all of these methods, in addition to informing faculty and staff so they can communicate individually with students and parents.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For many of our students, school is the only place they currently receive the support they need to achieve academic success. However, the school day is limited and the classroom environment can be stressful without the additional support these students need. The program will support student academic achievement and overall student success by focusing additional staff time, instructional materials, and learning activities on students who need them the most, in a risk-free, positive environment. The project will provide additional instructional time, focused on specific needs and objectives, to increase student performance in reading, writing, math and science. Moreover, the project will provide enrichment activities that further support student growth and development, leading to better overall success.

By providing enhanced parental engagement activities, the program will also help parents become better partners in supporting the academic and overall success of their child by training and modeling how to help with homework, guided reading activities, read-alouds, and other supportive parent-child activities.

The program will also provide social and emotional support, and development in areas not addressed during the school day. Programming such as counseling services and nutrition classes will provide the elements needed for basic human needs to become productive citizens.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will ensure that each Center coordinates ACE activities alongside its current Title I-funded activities. The proposed sites currently use Title I ESEA funding to provide after-school academic support and enrichment to a limited number of students, for a limited time period. The sites also currently use Title I funding to provide parent support and engagement activities throughout the school year. The sites will continue to utilize Title I funding for these activities, while also ensuring proper coordination with ACE-funded activities.

At each participating campus, Title I and Title III monies are used throughout the school year to support instruction. The resources purchased with these funds are already used for specific and targeted interventions. Using these resources during the after school program will increase the effectiveness of the material and stretch the money spent further by allowing more students to be impacted. Each campus also benefits from materials and resources funded by a variety of other grant programs. These resources will continue to support academic support and enrichment during the school day. By adding a fully coordinated after-school program at each site, these other outside resources will better impact student achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project specifies activities at each site based on an objective set of measures designed to increase high-quality academic enrichment opportunities. Each campus employs highly qualified faculty and staff who receive ongoing professional development in research-based practices, all of which is called upon to ensure the proposed project will be effective in supporting enhanced student achievement.

The program will collect local data for continuous assessment and local program evaluation. Staff will collect and analyze program records and activity reports to document program activities are taking place as proposed, the number of students receiving services, and the number of LEA personnel receiving training during the grant year. This data will be analyzed to ensure that a) program activities are taking place as proposed; and b) program activities are being provided to the target population. Staff will also record and analyze grant expenditure records and program records to document proper administration of the grant. These records will demonstrate that a) the program activity is taking place as proposed; and b) the program activity is being provided to the target population. Throughout the duration of the program, staff will collect multiple assessment data to measure student progress. Staff will record and analyze assessment data to determine whether the program activities are achieving the desired benefit for the target population. Finally, staff will utilize feedback forms and/or surveys to assess the effectiveness of both the family literacy and the professional learning activities. This data will be analyzed to determine whether the proposed activities are achieving the desired benefit for the target population.

Each proposed site has a campus-based team that meets weekly to set goals and review progress. Each campus engages additional personnel such as a Site Based Decision Making Committee, Team Leaders, or various Curriculum Committees to evaluate progress toward goals and make recommendations. Leaders and teams together engage regularly in data analysis and disaggregation. Campus teams communicate accomplishments and changes to stakeholders through periodic Campus Site Based Team meetings, weekly professional learning community meetings, and ongoing communication with parents and the school community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The proposed project relies upon a number of new and existing partnerships to ensure its success. The newest, and most important partnership is that between CCISD and PISD to design and implement this program. Recognizing the unique needs facing the three proposed sites, the two school districts have worked together to develop a program proposal that addresses the needs of students in both districts. The Superintendent of each district has signed an Agreement spelling out the partnership and reinforcing their commitment to the program goals.

In addition, each site enjoys partnerships that will contribute to the success of the program:

- **McWhirter Elementary** currently has partnerships with Communities-in-Schools, the City of Webster, and the University of Houston Clear Lake. Communities-in-Schools provides an on-site caseworker at the school to work with faculty and staff to identify student needs and bring in resources to address them. City of Webster provides police officers who participate in positive activities with students. University of Houston Clear Lake operates its Professional Development Lab School at McWhirter, where preservice teachers and counselors can assist with meeting students' needs while learning their future profession.
- **Freeman Elementary** currently has partnerships with the AVANCE program, Harris County Department of Education, and Superate. AVANCE provides classes about parenting. This program also provides child care during the day for the mothers that attend the class. The Harris County Department of Education provides ESL classes to parents during the day. Superate provides technology classes, using campus computers, during the school day. Providing this service from 3:30-6:00 will allow more working parents to be involved. The parents that receive this training will then be able to better assist their children with homework.
- **Kruse Elementary** currently has partnerships with the Pasadena Public Library, the Houston Food Bank, and the University of Houston. The partnership with the Pasadena Public Library provides classes and events for students and parents. The partnership with the Houston Food Bank provides services and information for families regarding nutrition. University of Houston Counseling Interns provide counseling for students and families. The partnership with the Pasadena Public Library will assist in accomplishing the goals needed to address literacy deficits among students and parents.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Freeman Elementary has several resources to assist in creating a successful Texas ACE program. Freeman has classrooms available for use as instructional rooms or enrichment rooms, staff that has supported the current after-school program with time and energy, and parents that want what is best for their children. Freeman also has one fixed computer lab with 28 computers, 3 mobile computer labs with 24 computers, and a class set of Kindle Fire tablets. All of these computers are available and ready to be used by students. The Freeman Elementary community has also embraced the programs and activities provided by after-school programs. Each of these resources can be focused on providing prescriptive instruction and activities to the students serviced by the program.

Kruse Elementary has a variety of resources to contribute to the program: Title 1 funds currently provide some academic tutoring. Kruse also has a full computer lab with educational programs. Kruse also enjoys a highly successful partnership with the University of Houston counseling interns to provide counseling services and activities for Kruse students.

McWhirter Elementary offers several resources to lend itself to a successful Community Learning Center implementation. Its Adult Education center has established rapport with parents and other community members so collaboration is commonplace on this campus. Also, much of the campus itself has just been rebuilt to provide better instructional spaces, enhanced technology, and collaborative learning spaces where students can engage in hands-on, project-based learning. CCISD is also considering adding makerspace technology at McWhirter, which would allow students at the Community Learning Center to engage more deeply in hands-on learning with technology.

Addressing the Needs: The proposed project will address the needs identified as follows:

- Providing a) high-interest learning experiences that meet the individual needs of the students; b) activities that allow students to be exposed to a wide variety of vocabulary; c) activities that provide a deliberate and focused English to Spanish bridge.
- Providing additional time for highly qualified teachers and support staff to deliver individual attention and support tailored to the needs of each student in the content areas they need most, including academic support and enrichment in reading, writing, mathematics and science.
- Expanding upon existing opportunities by providing additional parenting classes, financial literacy, nutrition, and other adult education opportunities.
- Providing a venue for enhanced community involvement, such as using volunteers from local high schools, having local police officers to participate in after school programs/events, better utilizing local library resources, and/or interaction with other community groups and organizations.
- Providing teachers and support staff with additional time to interact with students in a positive environment, and programming that includes activities to build stronger relationships with their students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project relies on a variety of research-based best practices to ensure academic support and enrichment that enhance academic performance and overall student success. The program will utilize, at a minimum:

- Hands-on, project-based learning;
- Individual and small-group instruction;
- Differentiated instruction; and
- Data disaggregation and analysis.

These practices will be used to ensure the effectiveness of the academic support and enrichment, socio-emotional development, and parent engagement activities at each center.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each proposed site uses volunteers to assist with activities during and after the school day. For the purposes of the proposed program, each site will use qualified volunteers to assist with program activities such as preparing materials and lessons, interacting with students to provide better engagement, and adding to the menu of enrichment activities available to participating students, including off-campus activities and educational field trips. Each campus screens all volunteers to ensure the safety of its students and staff.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The proposed sites currently operate limited after-school and/or summer programming using Title I funds to provide academic support and enrichment for a limited time. During the grant period, these funds will be used to leverage additional teacher and transportation resources to supplement the ACE program. After the grant period, these funds will continue to provide after-school services to ensure program sustainability.

Moreover, the grant program will build capacity for each site to continue the proposed activities beyond the grant period through professional development for faculty and staff, and through the use of materials whose useful life will extend beyond the period of the grant. By leveraging Community Learning Center resources along with Title I resources, the sites can provide a comprehensive, after-school and summer program that meets the academic, socio-emotional, and family and community involvement needs of the entire community well beyond the life of the grant.

If funded for the full five years, the program will enable both districts to establish methods for developing sustainability over the period of the grant:

- Year 1: Maintain and increase community partnerships to provide low cost funding. Utilize community resources to their fullest to create a culture of collaboration between the community and the campus.
- Year 2: Continue Year 1 plan; Research and apply for additional grants from other sources, including community organizations, businesses, employers of participating parents, etc.
- Year 3: Continue Years 1 and 2 plans. Survey parents and community to determine their ability to financially support this program in years to come. Consider using a sliding-scale fee structure in future years.
- Year 4: Continue plans from previous years to sustain program.

Each member of the CCISD Board of Trustees has signed a letter of support providing a detailed description of the challenges to sustainability and how community and board support will assist efforts to sustain the program over time.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the lead applicant and fiscal agent, CCISD will create and engage a Community Advisory Council (CAC) to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. The CAC will include program staff and school faculty from each center, an administrator from each center; we will also invite at least one representative from the community surrounding each center, and at least one parent from each center. As participating organizations, both CCISD and PISD will have representatives on the CAC, as will Communities-in-Schools, University of Houston, and the Cities of Webster and Pasadena.

The CAC will meet at least once each term to analyze program data, discuss milestones and achievements, and identify any problem areas or concerns. The 21st CCLC Project Director and each Site Coordinator will attend CAC meetings to act as a resource to CAC efforts and to engage in a feedback loop to ensure continuous improvement. CAC concerns, findings, and recommendations will be shared with the Project Director and with the campus administrator at each center.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staffing Plan: CCISD will hire the Project Director (1 FTE) and the Family Engagement Specialist (.5 FTE), each of whom will be responsible for serving the entire program in both CCISD and PISD. As the lead applicant, CCISD will employ both these positions and hold them accountable to the grant. Each participating campus will employ its own Site Coordinator (1 FTE each), as well as teachers and/or paraprofessionals who deliver direct services on their respective site:

POSITION/FTEs	SUPERVISOR/ACCOUNTABILITY
21 st CCLC Project Director (1 FTE)	Director of Federal Programs
Family Engagement Specialist (.5 FTE)	21 st CCLC Project Director
Site Coordinators (1 FTE per campus)	@ McWhirter: Project Director @ PISD Campuses: Reports to Campus Administrator, held accountable by Grants Compliance Coordinator
Direct Service teachers and paraprofessionals (as needed)	@ McWhirter: Site Coordinator @ PISD Campuses: Reports to Campus Administrator, held accountable by Grants Compliance Coordinator

Operations: The Project Director will provide each Site with the professional development, curriculum/lesson support, program monitoring, quality assurance, and other resources needed to ensure effective grant implementation, and will spend adequate time at each site monitoring site activities and supporting staff as needed. Each Site Coordinator will maintain attendance and other records required to document programmatic compliance. Attendance data will be sent to the Project Director on at least a monthly basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name: McWhirter Elementary****9 digit campus ID#**

084910107

Distance to Fiscal Agent (Miles)

4

Grade Levels to be served (PK-12)

K-5th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

100

Number of Adults (parent/ legal guardians only) to be served:

80

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2**Center Name: Freeman Elementary School****9 digit campus ID#**

101917103

Distance to Fiscal Agent (Miles)

17

Grade Levels to be served (PK-12)

K-4th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

125

Number of Adults (parent/ legal guardians only) to be served:

100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:** Kruse Elementary**9 digit campus ID#**

101917110

Distance to Fiscal Agent (Miles)

25

Grade Levels to be served (PK-12)

K-4th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

125

Number of Adults (parent/ legal guardians only) to be served:

100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
N/A				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

N/A

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed sites currently operate limited after-school and/or summer programming using Title I funds to provide academic support and enrichment for a limited time. During the grant period, these funds will be used to leverage additional teacher and transportation resources to supplement the ACE program. After the grant period, these funds will continue to provide after-school services to ensure program sustainability.

To maximize effectiveness of program dollars, each site will invite students to participate in the after school program based on their individual needs as determined by academic data and referrals from teachers, counselors, or other staff. Students performing below grade level on reading assessments will be the first students invited to attend. These students will be expected to participate in the program each day it is offered, with incentives scheduled throughout the year for those students that have good attendance. Classroom teachers will then provide additional instruction to the students, using these and other funding sources. Each site will ensure communication and coordination with various stakeholders of other school-wide programs (GT, Bilingual, General Ed, and Special Education) to ensure student success.

The program will encourage student attendance through both intrinsic and extrinsic rewards. In addition to incentives for regular attendance, students, will receive intrinsic motivation through positive learning and enrichment activities. By providing a high-reward, low-risk environment for learning and development, the program will motivate students to continue their attendance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the Site Coordinator, each center will use 1-2 certified teachers at all times, along with 4-5 part-time paraprofessional employees to provide adequate staffing. Operating schedules for each center are as follows:

Freeman Elementary will operate during the school year from 3:05 pm to 6:00 pm Monday through Friday, for a total of 14.6 hours per week. During the summer, Freeman will operate from 7:30 am to 11:30 am Monday through Thursday, for a total of 16 hours per week. The center will operate a total of 37 weeks during each program year.

Kruse Elementary will operate during the school year from 3:00 pm to 6:00 pm Monday through Friday, for a total of 15 hours per week. During the summer, Kruse will operate from 9:00 am to 1:00 pm Monday through Thursday, for a total of 16 hours per week. The center will operate a total of 37 weeks during each program year.

McWhirter Elementary will operate during the school year from 7:15 am to 8:15 am, then from 3:15 pm to 5:15 pm Monday through Thursday, for a total of 12 hours per week. During the summer, McWhirter will operate from 8:30 am to 12:30 pm, Monday through Thursday, for a total of 16 hours per week. The center will operate a total of 35 weeks during each program year.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both CCISD and PISD will follow state law and district policies to ensure the safety of program participants and staff at all times. All centers are operated by Texas public schools that have performed school safety audits at each site. All program staff will receive professional development to include training in site safety and ensuring the safety of children and staff.

Staff will maintain sign-in sheets for all students at each center and adjunct site. The Site Coordinator will take responsibility for ensuring accurate sign-in and sign-out of each student each program day. The Project Director will work with the CCISD Safe and Secure Schools office to tour and evaluate safety at each center during its operating hours.

Both CCISD and PISD use an electronic verification system (such as Hall Pass) to verify that all visitors to each center are properly identified and have passed a security screening. In addition, both districts use video surveillance of all facilities, and both have police officers on or near each center whenever activities are taking place, including during the summer.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At each of the three proposed centers, academic support and enrichment activities will flow as an extension of the curriculum addressed during the school day. However, rather than delivering content in a classroom setting with assessment targets looming over the students, the ACE program will provide a variety of high-interest activities to engage students with the content and its objectives in way they do not often experience during the school day.

Many academic activities, such as guided reading, writing practice, and science tutoring, will be a carryover from the instruction given during the regular school day, following district scope and sequence, providing deeper exposure to the content. However, the after-school instruction will be more individualized, intensive, and self-paced, meeting each child at his/her instructional level. By focusing on individual students, the program will raise the overall performance of each campus.

The Site Coordinator at each campus will meet twice per month with campus administrators, campus curriculum specialists, and grade level team leaders to plan and align activities from the school day with the after school program. After-school curriculum activities will be based on deficits learned from analyzing during the school day data. There will be a balance of curriculum-based activities and enrichment activities keeping students interested and engaged. The Site Coordinator will participate in campus discussions on how to fill in learning gaps. Working together, the ACE program will provide quality homework support and enriching academic classes to increase student achievement and improve outcomes.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus employs a highly qualified staff of certified teachers and highly qualified instructional aides. Each has received extensive professional development in meeting the individual needs of the students served at that campus. Additionally, the leadership and faculty at each campus regularly work as a team to analyze student achievement data, identify gaps, and determine the instructional needs of at-risk and/or underperforming students. District and campus-level professional development opportunities throughout the year reinforce the need for this type of data-driven, student-focused planning and collaboration. Each Site Coordinator and their prospective center staff will also receive focused professional development to effectively incorporate the ACE staff into the campus team for the purpose of meeting student instructional needs.

Using the improved staff to student ratios made possible through 21st CCLC funding, the program will strive to achieve better than a 1:20 throughout all programming, with some activities featuring smaller (1:10 or better) ratios, while also allowing for one-on-one instruction for students who need it. This will enable the program to better engage in hands-on, project-based learning, individual and small-group instruction, and differentiated instruction.

The Site Coordinator will act effectively as an academic case manager to ensure each participating student receives the services they need. As indicated in Section 4b, Site Coordinators will meet with campus faculty and leadership to ensure the ACE program is meeting these individual student needs. Moreover, the Project Director will communicate regularly with campus administrators to ensure effective planning and collaboration at all levels.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work collaboratively with both center staff and campus administrators to coordinate family engagement activities with the ACE program so they become a vital, integral part of the campus culture. Each center will use parent and family survey information to determine the concerns and needs of participant families, and work with the FES to develop programming that is active and meaningful to them. The FES will provide materials in both English and Spanish to inform families of the Family Engagement activities, and to invite them to specific events throughout the program year.

The FES will receive local training in family engagement best practices, and will also attend other training opportunities such as those offered by Region 4 ESC, Region 10 Parental Involvement, and the Texas Statewide Parental Involvement Conference.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Furthermore, the FES will coordinate with the Project Director, Site Coordinators, and other CCISD and PISD programs to ensure maximum effectiveness of Family Engagement activities for program participants. Adult Education, campus parental involvement programs, existing parenting classes, and workshops in special topics such as financial literacy will be addressed. The FES will ensure these activities take place at times and places convenient to program participants, and that sufficient communication is provided. To help secure parental commitment to the family engagement activities, part of the invitation to participate in ACE will be to have parents take advantage of family engagement opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed sites provide a unique and useful set of resources to support family engagement activities, as detailed below: In PISD, current resources include the Pasadena Public Library, Houston Food Bank, San Jacinto College, and Memorial Hermann on-site Clinic, will continue to serve the community and families of Kruse Elementary by providing activities such as adult education, medical/health services, and even groceries.

McWhirter has a wealth of campus and community resources available to provide family engagement activities. McWhirter hosts the CCISD Adult Education center, offering Adult ESL and citizenship preparation classes, alongside Children's Literacy and PACT (Parent and Child Together) activities. The Adult Education center also offers financial literacy, nutrition, and parenting classes, along with resources to connect parents with GED classes and Adult Basic Education. If we are able to establish Community Learning Centers at both CCIS and McWhirter, we will be able to market these classes to families of participants at both campuses, at times and locations that are convenient to the parents.

The Community Learning Center will enable McWhirter to expand upon existing opportunities by providing additional parenting classes, financial literacy, nutrition, and other adult education opportunities during the times that students are receiving academic support and enrichment after school and during the summer. Moreover, the center will provide a venue for enhanced community involvement. For example, we will invite Webster Police officers to participate in after school programs/events, and provide opportunities to interact with the city council and mayor of Webster.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☒ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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